

The Power of Assessment Webinar Series

Module #3

Examining Curricular Standards

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In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION



IN THE END, YOU WILL...

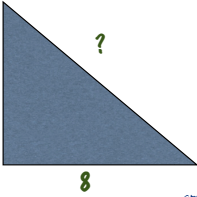
- ...understand what to look for when **redefining specific standards (and their elements)** in student-friendly language.
- ...have a clearer understanding of the common standards and know where teachers have **flexibility and choice**.
- ...understand the **big picture** of the CCSS and the 21st century skills/strategies that allow students to become more college and career ready.

Analyzing Standards

Please use your curricular standards

Meeting Standards

- Specific elements of standards developed in **ISOLATION**.
- **COMBINATION** of elements that shows a deeper understanding and applicability.
- Demonstration of proficiency over standards through an **AUTHENTIC**, real-life application (whether controlled or unpredictable).



Foundational Knowledge & Skills

Definition of squares & square roots?
Hypotenuse?
Explain the formula?
Only works with right triangles?
Distinguish between triangles?
Estimate the value of imperfect square roots?

Common Core State Standards

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard **need not be a separate focus for instruction and assessment**. Often, several standards can be addressed by a single rich task.

Pg. 5, ELA Standards

[The] standards are more like the ingredients in a recipe than the final meal; they are more like the rules of the game instead of strategy for succeeding at the game.

~Jay McTighe

"They are ingredients for curriculum - better ingredients that we've had in the past. But they are not dinner. They are contemporary building codes - better suited to the 21st century than many previous sets of building codes. But they are not buildings."

-Carol Ann Tomlinson

The Big Picture

New Emphasis

- * Application of knowledge & skills in a more **combined** and/or **authentic** way.
- * More emphasis on **inquiry-based learning** where students explore deeper understandings driven by an overarching question.
- * **Hands-on** and/or **discovery learning** through manipulatives that engage students in problem-solving and critical thinking

New Emphasis

- * **Alternate** and/or **multiple representations** of learning including visual, graphic, pictorial, and/or written.
- * Students working together in **collaborative teams** while engaged in project-based learning that leads to deeper understanding.
- * Use **technology** as both a means (engagement) and an end (competence).

Simultaneous Analysis

While we need to uncover the specific elements of each standard, we need to simultaneously be considering how multiple standards can be addressed through more authentic, deeper learning opportunities.

Project/Problem-Based Learning

- Authentic, real-world application or challenges.
- Learn by doing.
- Combination of multiple skills (i.e. reading, writing, speaking, visual representation) in a more natural context.

How do cities decide between further road construction or an expansion of their transit system?

Are there ways in which people can conserve water and electricity without dramatically changing their daily habits?

A few PBL sites...

www.edutopia.org/project-based-learning

www.bie.org

<http://pbl-online.org>

There are many other articles, books, and websites available

Questions/Connections...



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